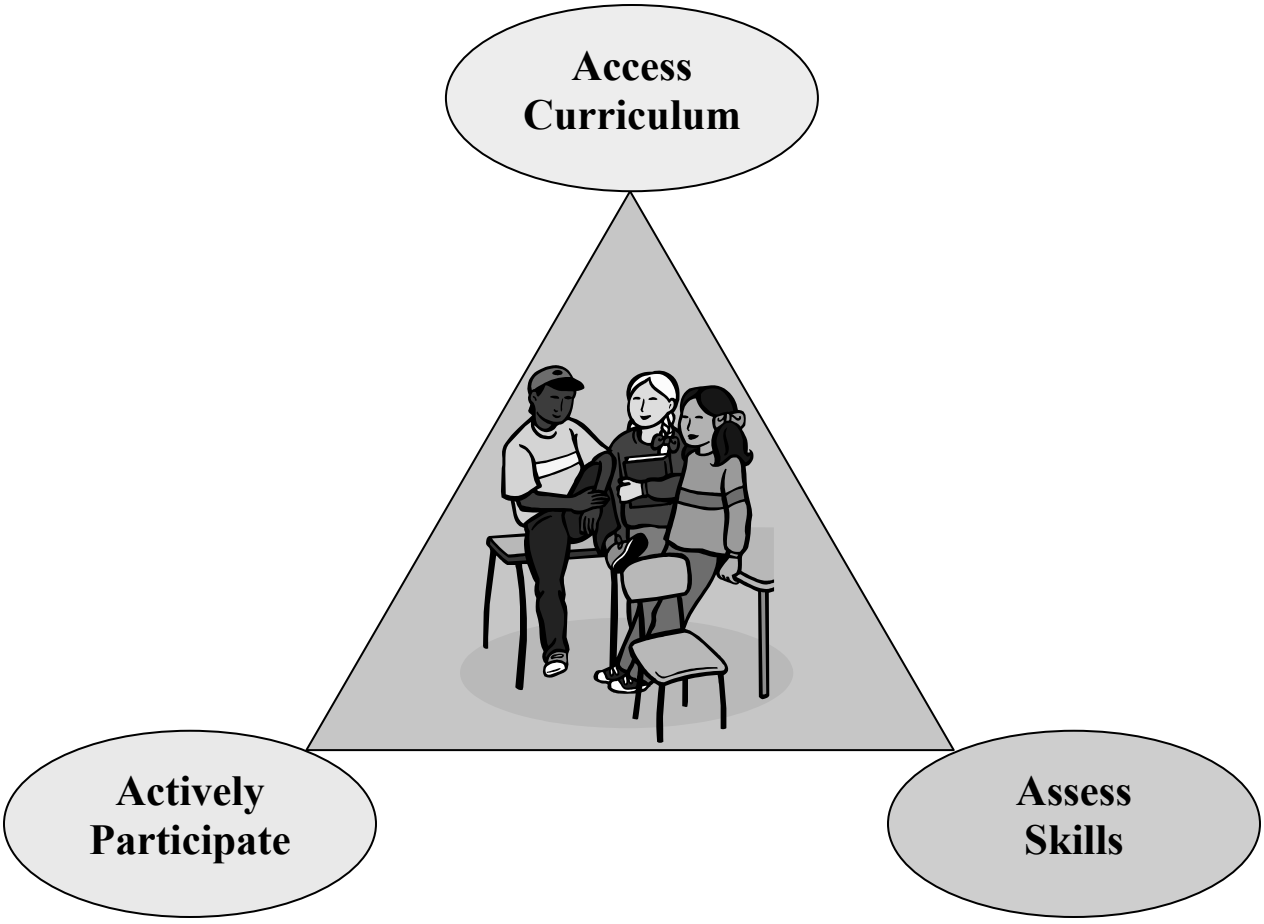
Accessing General Curriculum Module and Workbook



Developed by
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Accessing General Curriculum & Inclusion

> "We have developed a myth revolving about the specialness of our curricula efforts to date. In some important ways, there is as great a myth concerning the specialness of the children the curricula seek to serve"
>
> (Blatt & Kaplan, 1966 *Christmas in Purgatory*)

Curriculum for students with moderate and severe disabilities has evolved over the last thirty-five years since *Christmas in Purgatory* exposed the plight of children with disabilities living in institutional settings. As Blatt and Kaplan (1974) suggested what children with moderate and severe disabilities should be taught may not be that different from what typical children are taught, and that the "specialness" of children with disabilities serves to reinforce lower expectations of achievement. Interestingly, the question of expectations and what is appropriate for children to learn again surfaced in the recent IDEA 97 and "No Child Left Behind" legislation. To understand today's mandate for children to "access the general curriculum", it is important to trace the evolution of curriculum for students with moderate, severe and profound disabilities and find our roots so that we understand our heritage.

Because many children with cognitive disabilities were institutionalized in the 1960's, there was a focus on a developmental model of curriculum where children were described in terms of their developmental characteristics (e.g., 6 months of age). This was innovative during that time as it was the advent of what we know today as special education – confirming that indeed children with disabilities can learn. As children got older, this model no longer seemed to make sense for a variety of reasons but most importantly because the gap between their chronological age and their developmental age appeared to be uneven across major life areas. For example, an adolescent using infant toys reinforced the perception that the individual was only capable of that which characterizes infants. Providing activities according to developmental milestones widened the gap in perception about what students with moderate and severe disabilities could learn and do.

The advent of the functional curriculum in the late 70's and early 80's followed students with disabilities into the community and public schools. Functional curriculum activities addressed age-appropriate activities for high school students regardless of developmental age and opened the doors of many regular public schools including high schools. Lou Brown and others put

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together the "functional model" where teaching "life skills" made sense, particularly for high school-age students. This model was useful for promoting transition services,(e.g., vocational training, community referenced instruction, recreation leisure) especially as a large number of individuals moved from institutions into community settings. The problem, however, with both of these models is that social and communication skills are often the most deficient and most often the reason that students were being excluded from community settings including job sites. From our experience with community-based instruction for children and youth with the most severe disabilities, we learned that even developmental skills (e.g., reach/grasp) could be effectively embedded in activities that provided both an appropriate context along with natural prompts and cues. Although, some argued that a large portion of this population would still not become completely independent in community-based situations and, therefore, this curriculum model appeared also to be inappropriate for some students. In addition, while this model worked well for high school students, there appeared to be a "push-down effect" for elementary students, where students began working on grocery shopping skills in elementary school. Because children were still largely segregated in self-contained classrooms; social, communication, and literacy skills still seemed to languish.

With the advent of inclusive education and community based service delivery in the late 80's and early 90's , we began to see students who previously exhibited serious communication and social problems now had something to communicate about and someone to receive the communication who could respond appropriately - both highly functional skills. We began to recognize that the practice of embedding developmental skills that were learned in the community could also be applied to school and classroom routines and that a school day already has both functional and academic opportunities to learn. Most importantly, albeit secondarily, we found that students could learn academic content which in turn provided natural opportunities for enhancing communication and social interactions. As they acquired academic content, perceptions about their ability to learn raised important questions about our expectations for their achievement.

We learned that academic opportunities to learn are found in the explicit curriculum or the standards-based activities that provide students with rich opportunities to communicate, and achieve literacy skills (math, language arts) while the implicit or hidden curriculum still provides opportunities to learn such functional things as negotiating classroom routines, keeping up with materials, waiting in line, using the restroom, enjoying lunch and snack time, engaging in homework, working in groups, using the school library..... all opportunities to learn "functional skills". We found that students acquired skills at a higher rate when opportunities to learn were provided in natural environments and distributed across the day rather than in mass trials in

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context free situations. Generalization of skills occurred naturally as the contexts for learning were inherently authentic.

Simultaneously, general educators were facing their own crisis with curriculum. We learned that students with disabilities were not the only ones who needed functional application of skills. With the advent of standards-based instruction, general educators found the need to explicitly link classroom learning to real-life problems and situations. Because of the vast amount of knowledge in our digital, technological age, general education students needed to construct knowledge and engage in disciplined inquiry rather than simply memorize facts. The effective construction of knowledge necessarily required that there be some value beyond the classroom either to public problems or personal experiences (Newmann & Whelage, 1995; Wiggins & McTighe, 1998).

This type of classroom experience provides optimal opportunities to learn both academic and functional skills for all students. Indeed, the quality of instruction in standards-based classrooms has also evolved to include curricula that are universally designed and instruction that is differentiated so that a wider variety of students are accommodated in the general curriculum (Rose & Meyer, 2002). Assistive technology, too, has opened the door for many students to participate meaningfully in classroom activities in more independent ways. Thus, some of the important features of standards-based, general education become intertwined with special education

So we see that with each curriculum approach, some important things have been learned that should guide access to the general curriculum for all students. Essentially, we need to keep the important learnings from each of the evolutionary periods:

- Developmentally appropriate practices that utilize age appropriate materials and activities while addressing students' current characteristics and emerging skills still play a part in the education of students with disabilities.
- Opportunities to learn functional skills remain a high priority for this population of students, but they can in reality be taught most effectively within the context of natural routines using appropriate cues and consequences.
- Continued efforts to refine our perception of curriculum for students with moderate, severe, and profound disabilities to include those skills, including academic, that make students more successful in current and future social, community and work environments.

This "new" perception about curricula necessarily includes academic/cultural knowledge for functioning in a social situation, engaging in social conversations, increasing receptive understanding, and fostering individual

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interests. Our society places a high value on academic knowledge, therefore, without attention to this aspect of learning, students with cognitive disabilities again face a future of lowered expectations and lower results. As the keeper of memory, we must remember our history so that we understand our present condition and continue to improve results for students with disabilities. As Dr. Seymour Sarason (1965, p. 107) pointed out thirty-five years ago, "It could be argued with a good deal of persuasiveness that when one looks over the history of man the most distinguishing characteristic of his development is the degree to which man has underestimated the potentialities of men."

Four steps included in a process described by Kearns, Burdge, and Kleinert (Innovations, in press) is an effective procedure to accessing the general curriculum. Each step will be discussed and then restated with an example. The lesson plan for an eighth grade language arts class and student vignettes will be the basis for each example.

Step 1 - Link to the appropriate standard

It is important to begin with identifying the primary (and in some cases, the secondary) standard that the instruction will be directed towards. For schools and districts which have aligned their curricula to standards, this will already be done for the teachers. Following the lesson plans of the same grade level general education class in such schools and districts will ensure that this connection is in place. However, in initially learning how standards, curriculum, and instruction are linked, it is helpful to locate the standard that the lesson plan addresses. Lessons planned specifically to reach IEP objectives or planned with the alternate assessment in mind may not have the standard selected first but instead an instructional activity might be developed and retro-linked to a standard. The selection of the standard first is the more preferable and leads to the most truly "standards based" instruction. The example used in this module is taken from general education classroom lesson plans so that students can show access to and progress in the general curriculum.

While it may appear that when using a general education lesson plan, the plan precedes the selection of standards; in actuality, the general education teacher has chosen the activity to meet a district/school standard. While keeping up with the pace of a general education curriculum is difficult, there are numerous advantages for following these lesson plans:

- Setting high expectations for the students in terms of content acquisition
- Providing direct instruction on same standards as all students of the same age
- Addressing a variety of standards throughout the school year
- Allowing active participation in general education classes
- Working with peers

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- Working in a variety of settings
- Embedding IEP skills in the activities
- Working on functional skills that occur in the routines these activities require
- Offering opportunities to build friendships/relationships

Experts in the field of moderate to severe disabilities emphasized that instructional goals should be selected from the general curriculum and activities. Functional needs of individual students should be considered but not taught in an "alternative curriculum". (Jackson, Ryndak, & Billingsley. 2000)

Selecting a standard that will address the IEP skill and then creating lesson plans to meet the standard requires a different lesson plan for each student and often misses important pieces. The special education teacher has to create lesson plans as well as develop supports for the student, thus making this method more time consuming and still not providing learning opportunities within the "hidden curriculum", nor maybe even the "explicit curriculum."

Selecting a standard that will meet the requirements of the alternate assessment and developing corresponding lesson makes the assessment a separate event from instruction and becomes less meaningful for the student. On the other hand, having the student work within the general curriculum throughout the year on a variety of standards affords the student a wide range of opportunities to learn and generalize that learning and the teacher many pieces of work to choose from for the assessment.

Step 2 - Define the outcome of instruction for all students

Referring to the unit objectives for all students will focus on the desired outcomes of instruction for the student with disabilities instead of the activities the students are to complete. It is not uncommon for a teacher to begin introducing a student with moderate/severe disabilities to general curriculum by having the student participate in only the general classroom activities and not meaningfully participate in the core instruction. A casual conversation with the general education teacher will often get at desired outcomes for an instructional unit that can then be adjusted and prioritized to meet the needs of a student. Kathy Gee (2001) discusses possible questions to ask during the planning process with the general education teacher/team that will assist in this procedure. She proposes that these conversations occur prior to each instructional unit rather than having the general education teacher "hand over" his/her lesson plans. These questions are located at the end of this module.

Once the special education teacher has identified what concepts and skills all students are targeted to acquire, a subset might be selected for the students

with disabilities. This is a matter of prioritizing a few skills/concepts to systematically teach the student (refer to the module on Data Collection and Systematic Instruction for more information). This should not serve to limit the participation in the instructional activities but should serve to target the selected skills/concepts.

After selecting the targeted skills/concepts for the student, it is important to determine the necessary supports. These may involve support provided by a general education teacher or peer and should include low to high assistive technology adaptations and strategies. In other words, students should never be denied instruction on concepts because they are unable to access the information through traditional instructional formats such as reading the text. Instead, the information needs to be presented in a way that is accessible to the student (e.g., picture symbols or use of a text reader) so that the student has the same opportunity to learn as all students.

Step 3 - Identify the instructional activities

While providing systematic instruction and necessary supports for the student to achieve the targeted objectives is of primary importance, plans for active participation are crucial, as well. Review the planned activities and determine meaningful ways for the student to participate and, as needed, provide adaptations, modifications, or assistive technology. It is helpful if a menu of ideas is created to be utilized across units. For example, when the class is reading orally the student will listen while working on head control, when the class is working on a worksheet, the student will match picture symbols to vocabulary words, etc. A complete menu of supports and means of active participation that correlate with major instructional activities ensure that meaningful supports are planned and not just occurring "on the fly."

Step 4 - Target specific objectives from the IEP

This step begins to overlap with Step 1 as standards based IEP goals and objectives are written. However, the student may have objectives that can be worked on across many content areas.

Consider the basic skills of communication, motor, and social skills. These have sometimes been taught in relative isolation as goals in and of themselves. What has been missing from instruction is context – what does a student need to communicate, what does she need to be able to do, and what social skills does he need. By looking at these skills in the context of curriculum based instruction - what does the student need to communicate during social studies, what does she need to be able to do physically during math, and how does he

need to interact with others in language arts, these skills can be seen as giving access to curriculum. They are then referred to as "access skills."

By embedding access skills within the context of general education activities, students are given access to the curriculum as required by IDEA'97 and NCLB while still being provided with essential instruction on those very critical skills. This allows for a seamless transition from access skills to the acquisition of content area knowledge. With curriculum as the basis for instruction, all students will be receiving the same content. As they become more effective communicators, they will be able to demonstrate what they know about the curriculum. Even though some students may be working explicitly on access skills, it is important for teachers to strive to instruct and assess the student's performance on the content knowledge, as well.

Additionally, reading and math skills are used throughout many content areas. Reading is used to access information in a variety of situations such as reading about electrons in science and reading directions for a project in Tech. Ed. Math skills are often used within academic areas as well - numbers are used to locate pages in a text book, measure temperature in science, and create geometric shapes in art class. It is also important to remember that while reading and math skills can be used across many other content areas, the primary places for instruction and learning of these skills are language arts and math classes.

When a student has these types of cross curricular IEP goals and objectives, it is beneficial to identify when they will occur within an instructional activity. Doing so will allow the teacher to provide systematic instruction as well as monitoring performance. Along with the language arts skill of identifying picture symbols, a student will also be able to work on following directions during projects, initiating use of communication system, and remaining on task in many of the general education instructional activities. While addressing objectives of the instructional unit and planning for participation, the teacher can designate sessions to keep data on each of these IEP objectives for the IEP progress report as well as the alternate assessment.

In addition to working on the language arts skills of writing, increasing sight word vocabulary and answering recall questions, a student will be able to work on articulation and supplementing verbal communication with picture symbols. Data sessions can occur within designated sessions during the instructional unit rather than an isolated repeated trial session.

The following section shows how this process would look for an eighth grade general education language arts unit and how two students with disabilities access this unit and accompanying activities. A sampling of the three week lesson plan is provided.

Student vignettes:
Carlos is a student with a severe disability who requires pervasive supports. He uses a wheelchair which he can self propel for very short distances, uses an augmentative communication device with up to five choices and with verbal cues. He will identify common objects and is beginning to use picture symbols. He needs prompting to attend to an activity or task for longer than 3 minutes. Carlos frequently needs to rest following seizures which occur approximately six times per day. Carlos' IEP objectives include:

- Identifying picture symbols
- Self-propelling wheelchair for moderate distances
- Following verbal and/or pictorial directions involving 3 to 5 steps
- Matching shapes
- Using 1 to 1 correspondence
- Independently initiating communication using augmentative system
- Remaining on task for 5 minutes with natural cues
- Writing responses to two response item questions for inclusion in his portfolio

Evelyn is a student with a moderate disability, requiring limited to extensive supports. She is verbal but difficult to understand due to articulation difficulties. She is able to write her name if not required to remain on the line and can copy printed text. She can identify approximately 50 high frequency sight words and short sentences when picture cues are provided. She counts to 39 consistently and to 100 with some mistakes. She can count by 5's if provided with number cues. She can take care of self-care skills but needs verbal reminders. Evelyn's IEP objectives include:

- Writing vocabulary words independently or using available resources (e.g. word cards)
- Increasing high frequency sight words
- Answering recall questions when material is read
- Identifying numbers to 100
- Using a calculator for computation
- Using measurement tools
- Improving articulation
- Using picture symbols to supplement verbalization as needed

Overview of Instructional Unit Lesson Plan
This instructional unit will provide students with a scaffold to create meaning from text, to connect the novel to life in a meaningful way, and to develop an understanding of descriptive writing. *Adapted from lesson plan of read-write-think http://www.readwritethink.org, written by Lisa Gaines and covers NCTE/IRA Standards 3, 4, 5, 6, 7, 8, 11, 12.*

The Giver by Lois Lowery

This Newberry Award winning novel is written through the eyes of Jonas, the main character. His community appears to be a utopia that is self-contained and isolated from Elsewhere, every other place in the world. Jobs, marriages, and children are assigned. Everything is the same. There are not even different colors; there are no colors at all. Jonas is assigned the job of the Receiver of Memory. He learns from The Giver about all of the emotions and memories of experiences that the people in the community chose to give up in order to attain Sameness and the illusion of social order. The novel follows Jonas' reaction to the realization that it is only an illusion that everything is good in the community.

Resources/materials
The Giver by Lois Lowery
American Memory Website at http://memory.loc.gov
Data Chart: My American History
Audio version of *The Giver* or an electronic version with a text reader
Self-revision worksheet for memoirs
Scoring rubric

Step 1 – Link to the appropriate standard

The lesson plan selected by the eighth grade language arts teacher links to Core Content Standards and Benchmarks: *A. Students can comprehend what they read in a variety of literary and informational texts* and the 8th grade benchmarks 1-9 (refer to Appendix D. for complete information on the standards and benchmarks). (Carlos and Evelyn will be able to work on many of the extended benchmarks listed in Appendix D.)

Step 2 – Define the outcome of instruction for all students

Student Objectives for *The Giver* Unit

- Read and discuss *The Giver* by Lois Lowry in order to improve comprehension within literary texts
- Use a computer search engine to research events that happened on the day they were born to gain understanding of the importance of written history
- Recognize the lack of personal freedom in the society described in the novel
- Select pertinent facts and construct meaning from them based on research of prior knowledge, and life experiences
- Summarize the information they have selected in the chart provided
- Reflect, in expository writing mode, on the information they have selected
- Compile a list of events in their lives by interviewing

Carlos' prioritized objectives:

Targeted skills/concepts	Supports
Identify five vocabulary or other identified words from the book in picture symbol format. The words selected from vocabulary are dwelling, geranium, and port, snow, and color	Adapted keyboard with paired words/symbols will be used to type the word and read it aloud • Dwelling (house) • Geranium (red flower) • Port (boat) • Snow (snow flake) • Color (color palette) Carlos can point to the same symbols/words placed on a board to practice at home
Use tab, enter, and arrow keys to operate the computer.	Adapted keyboard positioned for maximum movement (O.T. or P.T. can provide guidance in positioning)
Make choices	Communication board will have symbols that provide opportunities for choices such as color, order of activities, work partners
Write a sentence/phrase to convey a thought	Adapted keyboard with picture symbol choices of nouns, action verbs, and adjectives to complete given sentences or Picture symbols can also be placed on cards and Carlos can use eye gaze to choose nouns, action verbs, and adjectives to complete given sentences.

Step 3 – Identify the instructional activities

Instruction and Activities for *The Giver*
Examples of how Carlos will participate in each activity follow each day and are presented in italics. Examples are provided for selected days below.

Day 1:

1. Teacher will hand each student a sheet of paper containing male or female graphic in the center. Students will add their names to the graphic and may personalize the picture in any way they wish to do. Students will be asked to describe in sentences or draw in symbols or pictures around the graphic five things in their lives that make life meaningful to them and things without which life would not be the same. Share within groups and then as a class.
   - *Carlos will work on identifying man/woman when selecting a graphic (an example of a functional skill being embedded in the activities – data could be collected and used as part of Carlos' portfolio)*
   - *Carlos will be given pictures to select from and will work on grasp/release when assisting in gluing them onto his paper (data and/or his work could be saved from this activity)*
2. Students will complete a worksheet with focus questions to be answered individually. They are to answer each with AGREE or DISAGREE and should be prepared to give reasons for their answers. Example questions are: People who are born inferior to others and persons who have become too old to be of use in the workplace should be quietly put to death. Children who do not know their grandparents aren't missing anything. Share in small groups.
   - *Carlos will be asked in yes/no question format and will use his communication board to answer. The questions may be rephrased to a more basic level (e.g. Do you like your grandparents?)*
   - *Participate in small group discussion using yes/no on his communication board.*

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Days 2 and 3

1. Students will read chapters 1 – 5 of *The Giver* together in class and individually complete worksheet with questions and vocabulary words (dwelling, ironic, palpable, chastise, port, droning on, hoarded) *Carlos will listen to the novel being read aloud and he will be introduced to the first of his vocabulary words and practice typing using an adapted keyboard. (printout of the vocabulary words he typed could be used for assessment evidence)*
2. Complete a group activity in which each small group comes up with as many words as possible in which the meanings change according to context. These can be words with multiple meanings or words that are used as slang. *Carlos will have some possible words preprogrammed into his communication board.*
3. Hold a classroom discussion on freedom vs. security and individuality vs. conformity, listing pros and cons of each on poster board and then let the students vote on the idea they favor by placing a checkmark next to the title. *Carlos will get to vote on the ones he likes.*
4. Assign chapters 6 – 8 for homework *Carlos will practice targeted skills as listed in step two for homework anytime it is assigned.*

Day 4

1. In small groups list the clothing items mentioned and corresponding symbolism. *Carlos will identify pictures/words representing each clothing item. (data could be taken for the assessment)*
2. Discuss Jonas' job assignment and its responsibilities. *Carlos will listen during the discussion and answer yes/no questions. (data taken for the assessment)*
3. Students will read chapters 9 – 10 together in class. *Carlos will listen to chapters being read – attending to task (data or a gen. ed teacher note might be used for portfolio evidence*
4. Worksheet with vocabulary words will be assigned for homework. *Carlos will practice skills listed in step two for homework.*

Days 5 and 6

1. Students will read chapter 11 -12 together in class. *Listen*
2. Discuss the concept of sameness as described in these chapters. *Carlos will match pictures that are the same.(assessment evidence might include data or his work)*
3. In the computer lab, go to The Library of Congress' site, American Memory and select Today in History. Use the Data Chart to record the date, the event, five facts, and reflection piece. Continue with this activity, completing Yesterday in History and the students' Birthdates in History. *Carlos will use an adapted keyboard that operates the up/down/left/right arrows to select Today in History and locate his birth month and date on this program using a model.*

Guided Practice:
Look at the following days' activities and come up with possible ways in which Carlos can participate and portfolio evidence that could be collected (remember all dimensions of the rubric).

Day 7

1. Students will read chapter 13 – 15 together.

2. Teach a mini-lesson on interviewing techniques and have students conduct interviews with relatives, family friends, and neighbors who might have information about the student's own histories to share.

3. Complete worksheet with vocabulary words (geraniums, sinuous, electrode, ominous, parched).

Days 13 – 15
1. Begin writing descriptive memoirs, approximately one every day.
2. Complete first drafts, self-revision, peer editing, and final drafts.
3. When memoir writing is complete, have students write the expository forward.
4. Finalize and publish memoir booklets.

Carlos will use an adapted keyboard to type his story. He can work on one sentence a day so that when all the students have completed the process, Carlos has completed an entire, yet shortened story finished and ready to publish.

Step 1: Link to appropriate standard - Evelyn

CCSB	District Standard	Critical Function	Extended Benchmark
Standard A.	*Uses literature to answer questions and addresses topics of personal importance*	*Comprehends what is read*	*Identifies symbols (letters/graphics/objects), directs and sustains attention to a listening/reading activity, and within a given resource, locates specific informational items*

Step 2: Define the outcome of instruction for all students

Outcomes for all students	Prioritized outcomes	Supports
• *Create meaning from text* • *Use computer search engine to research events which will help understand the importance of written history* • *recognize lack of personal freedom in novel* • *select pertinent*	*1. Read and write five vocabulary words from book* *2. Answer two recall questions from each chapter*	*1. Words will initially be paired with pictures or picture symbols to study and then separated for Evelyn to match, finally the word, picture symbol, and brief definition will be matched by Evelyn (work could be saved for the assessment)* *2. Each chapter will be summarized into about three paragraphs at a lower reading level and with important information. This will be used for Evelyn to practice reading skills and to reinforce comprehension. Evelyn will still need help with much of the text but*

facts that construct meaning them based on research of prior knowledge and life experiences • *Summarize information selected in the chart* • *Reflect, in expository writing mode* • *Compile a list of events in lives by interviewing*	*3. Articulate vocabulary words from book and reading passages* *4. Write a simple story using a combination of picture symbols and words*	*will work on high frequency words.(data or Evelyn's work might be saved)* *3. The speech therapist will review weekly vocabulary words and provide Evelyn and teacher with cues to correctly articulate targeted sounds.* *4. Evelyn will begin writing about a special memory by using pictures from home, orally telling the story, practicing writing sentences from the story and putting the written/typed sentences in order to tell the story. A word processing program that includes picture symbols and auditory feedback such as Writing With Symbols 2000 or PixWriter can be used. For practice at home model sentences can be provided for her to cut up, and reorder, and then copy.*

Step 3: Identify the instructional activities

Activities	Active participation
Day 1: *1. Teacher will hand each student a sheet of paper containing male or female graphic in the center. Students will add their names to the graphic and may personalize the picture in any way they wish to do. Students will be asked to describe in sentences or draw in symbols or pictures around the graphic five things in their lives that make life meaningful to them and things without which life would not be the same. Share within groups and then as a class.* *2. Students will complete a worksheet with focus questions to be answered individually. They are to answer each with AGREE or DISAGREE and should be*	*1. Evelyn will work on identifying man/woman when selecting a graphic (an example of a functional skill being embedded in the activities). Evelyn will give her choices orally then copy the words onto her paper (her work could be saved for evidence)* *2. Evelyn will have worksheet read to her and will orally give reasoning while participating in small group discussion (note from a peer or gen. ed. teacher*

prepared to give reasons for their answers. Example questions are: People who are born inferior to others and persons who have become too old to be of use in the workplace should be quietly put to death. Children who do not know their grandparents aren't missing anything. Share in small groups.	*and/or her completed worksheet) could be collected for evidence)*
Days 2 and 3 *1. Students will read chapters 1 – 5 of The Giver together in class and individually complete worksheet with questions and vocabulary words (dwelling, ironic, palpable, chastise, port, droning on, hoarded)* *2. Complete a group activity in which each small group comes up with as many words as possible in which the meanings change according to context. These can be words with multiple meanings or words that are used as slang.* *3. Hold a classroom discussion on freedom vs. security and individuality vs. conformity, listing pros and cons of each on poster board and then letting the students vote on the idea they favor by placing a checkmark next to the title. Assign chapters 6 – 8 for homework*	*1. Evelyn will copy her vocabulary words and match to a picture. (work could be saved for the assessment)* *2. Evelyn will practice articulation skills with each of the words.* *3. Evelyn will get to vote on the ones she likes and will practice targeted skills as listed in step 2 for homework anytime it is assigned.(homework and/or a note from home could be used as portfolio documentation)*
Day 4 *1. In small groups list the clothing items mentioned and corresponding symbolism* *2. Discuss Jonas' job assignment and its responsibilities* *3. Students will read chapters 9 – 10 together in class* *4. Worksheet with vocabulary words will be assigned for homework*	*1. Evelyn will identify pictures/words representing each clothing item. (data)* *2. Evelyn will listen during the discussion and answer yes/no questions.(data and notes from peers or gen. ed. teacher)* *3. Evelyn will listen to chapters being read.* *4. Evelyn will practice skills listed in step two for homework. (homework or note from home)*

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Day 5 & 6 *1. Students will read chapter 11 – 12 together in class* *2. Discuss the concept of sameness as described in these chapters* *3. In the computer lab, go to The Library of Congress' site, American Memory and select Today in History. Use the Data Chart to record the date, the event, five* *facts, and reflection piece. Continue with this activity, completing Yesterday in History and the students' Birthdates in History.*	*Evelyn will identify today, yesterday, and her birth month and date on this program. (opportunity to work on traditional functional skill).*
Days 13 – 15 *1. Begin writing descriptive memoirs, approximately one every day.* *2. Complete first drafts, self-revision, peer editing, and final drafts.* *3. When memoir writing is complete, have students write the expository forward.* *4. Finalize and publish memoir booklets*	*Evelyn will also work on her story one sentence each day. She can begin by orally giving the sentence, having it written, practice reading it, copying it and eventually independently writing it. She can type her story in order to publish it.*

Step 4: Target specific objectives from the IEP

Guided Practice:
Look at the following days' activities and identify ways in which Carlos and Evelyn can work on IEP objectives (located at beginning of module) and what evidence might be collected for the alternate assessment (hint: remember that not all IEP goals will be addressing the reading standard so be sure to collect only "reading" evidence).

	Carlos' embedded IEP objectives	Evelyn's embedded IEP objectives
Read chapters 16 – 20 together and at home over three days		
Complete worksheet and vocabulary words (ecstatic, luminous, imploringly)		
Have students analyze conducted interviews for those "snapshot" memories to determine if they have changed their lives in some way		
Have students gather photos from home that parents will allowed to be trimmed (the pictures can be scanned if desired)		

Practice:

Using the following lesson, develop a plan to follow the four steps described thus far in the module; or if available, use a general education lesson plan from the student's school.

Illuminations Lesson Plan

Count on Mathematics for Number Sense

Overview: The following activity helps children to develop number sense through activities involving collection, representation, and analysis of data. In addition, children practice reading and writing large numbers and use estimation to arrive at appropriate answers. This NCTM Publication-Based Lesson Plan is adapted from an NCTM article by William R. Speer and Daniel J. Brahier, entitled "Count on Mathematics for Number Sense." It appeared in the February 1996 edition of Teaching Children Mathematics, vol. 2, no.6, p. 351-56.

Mathematical Learning Objectives:

In Activity 1, students will

- practice reading and writing large numbers,
- collect and analyze data,
- represent data through physical and graphical means,
- develop number sense, and
- use estimation.

In addition to those in Activity 1, in Activity 2, students will

- use proportional reasoning in problem solving, and
- use standard and nonstandard measurement.

NCTM Standards:

This topic relates to:

- Number & Operations Understand numbers, ways of representing numbers, relationships among numbers, and number systems
- Algebra
- Data Analysis & Probability Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them
- Communication
- Connections
- Representation
- Reasoning
- Problem Solving

notes

Grade Level: Activity 1: Every Breath You Take: Grades 3 - 4

Time: Activity 1: Every Breath You Take: 1 day

Materials : The materials needed for Activity 1, **Every Breath You Take,** are

- stopwatch or a clock with secondhand for each pair of students;
- adding machine tape;
- a calculator for each student; and
- one printable student activity sheet for each student:

"Every Breath You Take Tally Sheet"

Reference: Written by William R. Speer & Daniel J. Brahier. "Count on Mathematics for Number Sense," *Teaching Children Mathematics.* Reston, Va.: National Council of Teachers of Mathematics, February 1996, vol. 2, no.6, pp. 351-56.

Activity 1: Every Breath You Take

Open-ended exploration as well as hands-on and minds-on activities are of recognized importance in enhancing mathematical instruction. The following activities will invoke problem solving, reasoning, and communication skills in children. They will also enable students to see connections among various mathematical concepts and principles in the real world.

In this activity, students will

- develop number sense;
- practice reading and writing large numbers;
- collect and analyze data;
- represent data through physical and graphical means; and
- use estimation.

Planning for Instruction

Begin the investigation by encouraging students to give an example of something that they do once a day such as eat breakfast, listen to school announcements, or play with a friend. Ask them to name something they do about ten times each day, which might include saying hello in the hall, changing the television channel, or writing their names on papers. Finally ask students to name something that they do at least one hundred times a day. A narrow range of responses often includes blinking and breathing. If not, take a deep breath and ask, "What about breathing?"

notes

Structuring the Investigation

1. Ask students, "Do you take more than 100 breaths in a day? More than 100 or 1000 breaths in an hour?" After a brief discussion, distribute the reproducible page and ask each student to estimate the number of breaths a person takes each hour. Have each student write down an estimate.

2. Ask students to call out their estimates loudly and in unison. What did they notice about the collection of estimates? Being unable to hear many other estimates over the noise level should motivate them to choose a more organized approach to interpreting the data. Ask the students to state their estimates one by one so that the class can record them on the reproducible page.

3. Students should work with a partner to answer questions 3 and 4. Have each pair share its response with another pair. As a class, discuss similarities and differences in data interpretation that surfaced when sharing observations.

4. To explore the data further, have each student use his or her estimate from step 1 and line up in order. Each student will determine his or her place in line without assistance.

5. The student having the lowest estimate should start by rereading the estimate to the class. Determine the range by identifying the lowest and highest estimates, noting how much easier they are to find when the data points are so displayed. Ask students whether it is more obvious that some estimates appear to "bunch" or "cluster" around certain values or whether the estimates appear to be evenly distributed when students are lined up than when the numbers are listed on paper.

6. Have students return to their seats and work with their partners to cut out the boxes from one reproducible page containing each student's estimates from step 2. Organize these boxes in a manner similar to the human lineup in step 4.

7. Each student should construct a graph of the data using the grid on the reproducible page. Discuss an appropriate scale and label for the graph's vertical axis. Students will also need to determine whether to plot a scatter graph or a bar graph, depending on prior experience.

Explore the data in terms of, for example, an approximate mean, the median, and the outliers.

Discuss what makes a good estimate and more than one estimate may be good.

8. Encourage students to explore how they might use their estimates of the number of breaths taken in one hour to estimate the number taken in a day. Students who have been exposed to multiplication might suggest multiplying their estimates by 24, whereas other

notes

children might use a repeated-addition process on their calculators.

Discuss why this estimate might be considerably different from the actual number of breaths taken in a day.

9. To judge the reasonableness of student's estimates, ask, "How could you find out how many breaths a person actually takes in a day?" Allow students to brainstorm solving the problem. They might work with a partner and count the number of breaths in a given period of time--for instance, one minute--or determine the time it takes to breathe a given number of times, say, one hundred.

Have students implement their strategies and compare their answer with one another. On the reproducible page, students should also describe and defend the methods they chose to use.

Concluding Remarks

Like blinking, breathing is an involuntary action that we do thousands of times every day. Counting the number of breaths that we take may be a first step leading to a broader exploration of mathematics and the large numbers that naturally occur in math and science, as well as other areas, such as health. Conclude the investigation by encouraging students to look for other things that are done many times every day in their world. By counting the number of times that we do these things, a sense of large numbers and a familiarity with them may be established.

http://illuminations.nctm.org/lessonplans/index.html#35

notes

Step 1: Link to appropriate standard			
CCSB	**District Standard**	**Critical Function**	**Extended Benchmark**

Step 2: Define the outcome of instruction for all students		
Outcomes for all students	**Prioritized outcomes**	**Supports**

Step 3: Identify the instructional activities	
Activities	**Active participation**

Step 4: Target specific objectives from the IEP		
IEP goals/objectives	**Practice opportunities**	**Data collection**

Documentation for Alternate Assessment

Review steps 3 and 4 for documentation that could be saved for the Iowa Alternate Assessment; record in the chart below. Not all dimensions and aspects of RIOT will collected from a single instructional unit.

Dimension	Review	Interview	Observation	Task
Student's Achievement of Benchmarks: ***Breadth***				
Student's Achievement of Benchmarks: ***Depth***				
Student's Achievement of Benchmarks: ***Difficulty***				
Student's Independent Use of Adaptations				
Student's Demonstration of Self Determination				
Student's Demonstration of Transfer & Generalization				

Student Samples

Name Evelyn

DATA CHART: MY AMERICAN HISTORY

TODAY IN HISTORY	YESTERDAY IN HISTORY	YOUR BIRTHDAY IN HISTORY
DATE: March 3	DATE: March 2	DATE: December 17 1903
EVENT: Slaves sold 2003	EVENT: National park	EVENT: first flight
FACT 1: 400	FACT 1: President	FACT 1: 12 seconds
FACT 2: Children	FACT 2: many big forest	FACT 2: 2 brothers
FACT 3:	FACT 3:	FACT 3:
FACT 4:	FACT 4:	FACT 4:
FACT 5:	FACT 5:	FACT 5:
What did you like? I didnot like them be sold	What did you like? I like to play in park	What did you like? they went high up

Evelyn along with a peer looked up the web site and with help of a text reader and summarizing from a peer chose the facts she wanted to copy.

Today in History: March 3 Page 1 of 2

Carlos used Intellikeys with verbal & gestural prompts to go to this page from the home page. John helped him print it out.

The Library of Congress

AMERICAN MEMORY

Today in History

Archive Yesterday

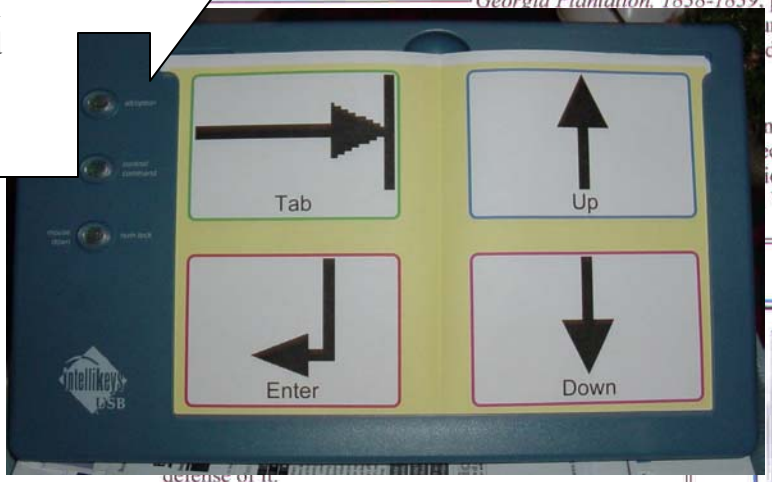
The Weeping Time

Former Slave Quarters of Hermitage Plantation, Savannah, Georgia, circa 1907. Touring Turn-of-the-Century, 1880-1920

On **March 3**, 1859, journalist Q. K. Philander Doesticks (Mortimer Thomas) attended an auction of over 400 men, women and children formerly held by Pierce M. Butler. Butler's slaves were auctioned in order to pay debts incurred in gambling and the financial crash of 1857-58. Doesticks' account, *What Became of the Slaves on a Georgia Plantation?*, includes vivid descriptions of the largest recorded slave auction in U.S. history. The grim sale which took place over two rainy days on the eve of the Civil War, was referred to as "The Weeping Time."

Many of the slave families described in Doesticks' report were the subject of a series of letters, written twenty years earlier, by famous British actress and author Frances Ann Kemble. Her *Journal of a Residence on a Georgia Plantation, 1838-1839*, published in 1863 to unusual account of der who considered

nt time with him on corded her impressions ions endured by the Whitlock.



Frances Ann Kemble,

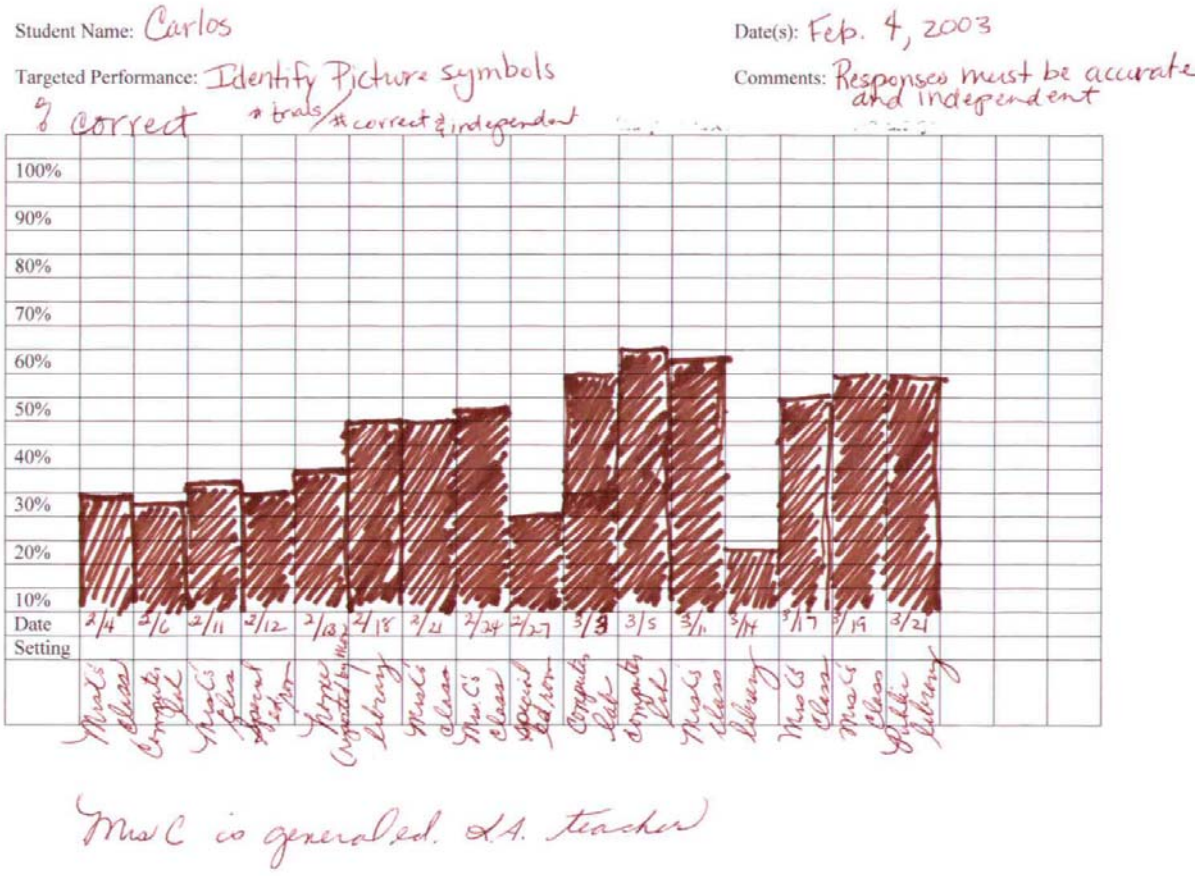
defense of it.

- Find more primary source material on the history of slavery, as well as many other aspects of the

http://memory.loc.gov/ammem/today/mar03.html 12/17/2002

Carlos used Intellikeys to navigate and select items within the program. A peer assisted him in logging on and printing the program.

Data was collected on identifying picture symbols during the language arts class while Carlos worked on selecting the correct symbols on the Intellikeys and on communication board. Both relate to the unit of study along with answering yes and no questions.



Appendix

Jean Clayton & Mike Burdge
ILLSA, University of Kentucky 2003

Guided Practice Answers

Page 14, Instructional activities:

Possible answers:

1. *Carlos can listen to students read, possibly attending to a picture that relates to the book. (data, peer note, gen. ed. teacher note)*
2. *Carlos' communication board will be set up with key questions and he will practice using it at school and then interview family and friends at home*
3. *Carlos will work on the same vocabulary words/symbols each chapter, still the same words from chapter one (data).*

Page 19, Embedding IEP objectives

Possible answers:

- *Carlos: Work on attending during class reading (data or notes), identifying picture symbols on adapted worksheet (data or worksheet itself), and use communication board to interview mom and request pictures.*
- *Evelyn: Work on sight words and articulation when reading a sentence or two that she has practiced ahead of time (data or notes), answering recall questions on adapted worksheet(data or worksheet), use picture symbols and verbalization to interview mom and request pictures.*

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Questions to ask during the process the general education teacher/team
(from K. Gee (2001). Looking Closely at Instructional Approaches: Honoring and challenging all children and youth in inclusive schools. In. W. Sailor (Ed.). Inclusive Education and School/Community Partnerships. New York: Teachers College Press.)

Start with a unit of material - or the way in which the general education teacher or teaching team organizes the day, the material, the curriculum, etc.

1. What are the primary goals/outcomes for the students during this unit? What's the range we'll be working with? What are the social expectations?

2. What are the main teaching activities and routines that will be used to engage the students in the learning process?

3. How does each of the activities look? Tell me more!

4. Now let's talk about the particular students who have disabilities/extra challenges.

   Brainstorm:
   * expectations/outcomes for the focus students - are modifications necessary? Any alternative outcomes?
   * any adaptations or accommodations which need to be made in the way in which we provide information to the student(s)?
   * any changes in the ways in which this student will provide information to us and how will the student be a contributing member of my class?
   * are there any other things we can do to support the student's social and educational integration in the class? During which activities will the student need adult support?

5. What is the best way for me to summarize this information for you?

6. How should we plan to spend some time together with the student?

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Menu for Active Participation

Ingredients: List the student's means to participate which will include communication and writing. This may include such things as speaks in short phrases, write single words, reads picture symbols, types with a model, and points to picture symbols to communicate. Then list the student's means to access learning. This may include speech output, materials read to student, computer access. This information may come from the IEP process and can be added to.

Write possible means for the student to participate	**Write possible means for the student to access learning**

Activities completed in general ed: List common activities that occur in the general education setting. (e.g. read from text, answer worksheets, work in cooperative groups)	**Write possible means for the student to participate:** Use the means to participate and to access learning that best assist the student in the activity. Also consider IEP objectives that can be addressed.

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Resources

Inclusion Press: An array of inclusion resources including training tools, accessible books, Circle of Friends and Person Centered Planning information.
http://www.inclusion.com

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Inclusion: "Children that learn together, learn to live together": A site from the University of Northern Iowa that provides philosophy of inclusion, legal requirements, teacher competencies, teacher strategies, decision making, preparing for inclusion, inclusion resources, etc.
http://www.uni.edu/coe/inclusion/

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